Research Paper

Moodle platform, teachers, technological skills

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ABSTRACT: *A Moodle Platform Implementation Proposal is described at the upper level, evening shift, with the aim of supporting the development of the subjects taught in person in the last hours, to prevent students from remaining in the institution until high night hours With this research it was also possible to identify the technological competences of teachers in relation to the Moodle Platform.*
KEYWORDS: *Moodle platform, teachers, technological skills.*

I. INTRODUCTION

The changes generated in the educational field since the arrival of Information and Communication Technologies (ICTs) are endless and irreplaceable, offer new training opportunities never imagined, communication networks have contributed to the concept of teaching evolve. Moodle is a free software platform that is available to those who exercise the art or profession of teaching, for the preparation and administration of courses as a complement or support for their classroom or blended classes. With the use of these technologies, the barriers of time and space in the educational process can be eliminated, providing new opportunities to enrich and improve learning.

One of the most widespread technological platforms worldwide and the most used in most universities is Moodle, it offers a large number of functionalities and possibilities, facilitating the teaching-learning processes. It is also known as a course management system (CMS) or as a learning management system (LMS). But the fundamental thing of this and of all platform, consider Muñoz and González (2009), is that the teacher is able to use them putting them to the service of his didactic strategy.

Face-to-face teaching, taking as an example the evening shift, requires that students remain in their classrooms from 2:00 p.m. to 9:00 p.m., which is why the use of the Moodle Platform is an effective tool to shorten times.

From this vision, a Moodle Platform Implementation Proposal is presented with the objective of supporting the development of the subjects of the evening shift, specifically those taught in the last hours, to prevent students from staying in the institution until late At night, this is due to transportation schedules, but above all because of the wave of violence that is experienced in the State and in the region of Chontalpa, which is the area of influx of the institution.

II. DEVELOPING

The UPCH located in the municipality of Cárdenas, Tabasco, offers careers in the morning and evening shifts, its educational model raises for the training of students a competency-based education, paying special attention to group work and the strengthening of values . The UPCH currently offers 13 degrees, in the morning and evening shifts such as; Agronomy Engineering, Civil Engineering, Petrochemical Chemical Engineering, Electrical and Mechanical Engineering, Zootechnical Engineering, Bachelor of Commerce and International Finance, Bachelor of Political Science and Public Administration, Bachelor of Psychology, Pharmaceutical Chemist Biologist, Bachelor of Marketing, Engineering in Geology, Bachelor in Alternative Tourism, Engineering in Information Technology.

III. TESTS AND RESULTS

In 2015 and 2016, teachers acquired technological skills as they received training courses related to the Moodle platform, as shown in the tables1

	Gender training		
Training 2015	ParticipantS	Women	Mens
Moodle platform (January 19 al 23)	21	12	9
Moodle platform (January 26 al 30)	22	10	12
Moodle platform Saturday	9	4	5
Moodle platform For intructor	2	0	2
Moodle platform first summer course	13	8	5
Moodle platform second summer course	9	3	6
Moodle platform third course in the summer	20	6	14
Moodle platform In september	4	2	2
Moodle platform In november	1	0	1
Total	101	45	56
	Gender training		
Training 2016	ParticipantS	Women	Mens
Moodle platform first summer course	13	8	5
Moodle platform second summer course	9	3	6
Moodle platform third course in the summer	20	6	14
Moodle platform In september	4	2	2
Moodle platform In november	1	0	1
Total	47	19	28

Source: Own elaboration table
Table 1 shows that in 2015, 101 teachers were trained in the use of the Moodle Platform and in 2016 only 47.

IV. CONCLUSION

The implementation of a virtual classroom based on the Moodle platform is of vital importance to support the face-to-face classes of the UPCh evening shift, where the last hours of class are from 2:00 p.m. to 9:00 p.m.

ICTs seek to bring an educational solution to schools in a context that lacks it. For this reason, the use of the Moodle platform is very convenient for the Popular University of Chontalpa to support the students of the evening shift, allowing them to load the subject loaded from 7:00 p.m. to 9:00 p.m. through This tool, with activities and practices related to its study program, being able to take some face-to-face counseling when required, this will also ensure that the UPCh maintains its relevance and avant-garde in relation to technologies and migrates towards the educational modalities that others Institutions are already offering.

First: the administrative authorities must reactivate the Moodle platform, which has stopped working since 2017, as a result of the tremor.

Second: you should review which teachers were trained in the subject and assess whether a new training is necessary.

Third: it will be defined with the authorities in which careers its use will be implemented; to be able to observe, analyze and monitor results in a clear and precise way.

Fourth: the functions that the Moodle platform will perform will be the following; It will serve as a means of access to the various materials provided by the teacher, as well as to the activities and exercises presented, it will also serve as a means of communication between teacher and student, in the same way will foster the collaboration and participation of students.

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